R E P O R T R E S U M E S

ED 013 108 JC 670 826

A STATEMENT OF GUIDELINES CONCERNING ARTICULATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES, WASHINGTON FOLLOW-UP CONFERENCE OF THE NATIONAL PROJECT FOR IMPROVEMENT OF ARTICULATION BETWEEN 2-YEAR AND 4-YEAR COLLEGES (U. OF WASHINGTON, MAY 3-5, 1965).

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PUB DATE 65

EDRS PRICE MF-$0.25 HC-$1.04 26P.

DESCRIPTORS- *JUNIOR COLLEGES, *ARTICULATION (PROGRAM), *TRANSFER STUDENTS, TRANSFER PROGRAMS, *GUIDELINES, *PROGRAM COORDINATION, INTERCOLLEGIATE PROGRAMS,

THE AUTHORS PRESENT A SET OF SPECIFIC GUIDELINES WITHIN A FRAMEWORK OF FIVE PRINCIPLES. (1) MAXIMUM FREEDOM TO TRANSFER SHOULD BE PRESERVED FOR STUDENTS WHO MAKE SATISFACTORY JUNIOR COLLEGE RECORDS. ATTENTION IS GIVEN TO THE PLACE OF HIGH SCHOOL RECORDS, TEST SCORES, INSTITUTIONAL GRADE DIFFERENTIALS, FLEXIBILITY, AND METHODS OF COMPUTING GRADE POINT AVERAGES. (2) IT IS IMPORTANT TO PROVIDE AN ATMOSPHERE OF FREEDOM OF CHOICE FOR TRANSFER STUDENTS, RATHER THAN ONE OF DIRECTION OR REDIRECTION. THIS PRINCIPLE LEADS TO GUIDELINES FOR EVALUATION OF QUANTITY AND NATURE OF TRANSFER CREDIT, CONSIDERATION OF GRADES EARNED IN SPECIFIC COURSES (REGARDLESS OF OVERALL AVERAGES), THE USE OF PLACEMENT AND VALIDATION EXAMINATIONS, AND THE METHODS OF CREDITING HIGH SCHOOL ADVANCED PLACEMENT COURSES. (3) THE PRINCIPLE OF EQUALITY OF TREATMENT FOR NATIVE AND TRANSFER STUDENTS WITH RESPECT TO CHANGES IN REQUIREMENTS HAS IMPLICATIONS FOR TIMING OF CHANGES IN COURSES, PROGRAMS, AND GRADUATION REQUIREMENTS, AND FOR PROGRAMS OF ACADEMIC ADVISEMENT. (4) PROBLEMS OF TRANSFER STUDENTS DIFFER FROM THOSE OF FRESHMEN IN SUCH MATTERS AS COUNSELING, FINANCIAL ASSISTANCE, AND PARTICIPATION IN COCURRICULAR ACTIVITIES. (5) ARTICULATION PROGRAMS MUST BE CHARACTERIZED BY CAREFUL PLANNING, CONTINUITY, REGULAR EVALUATION, AND CONCENTRATION ON THE WELFARE OF THE TRANSFER STUDENT. (WO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A STATEMENT OF GUIDELINES CONCERNING

ARTICULATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES

Edited and Revised by the

Washington Follow-Up Conference

of the

National Project for Improvement of Articulation
Between Two-Year and Four-Year Colleges

May 3-4, 1965

University of Washington

Seattle, Washington

Local arrangements for the Washington Conference
and the publication of this report by
The Office of College Relations
University of Washington

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FOREWORD

The following pages contain a series of statements that resulted from the editing and revision of a suggested set of guidelines concerning articulation problems associated with undergraduate student mobility between two-year and four-year colleges. These guideline statements are not in any sense official, since they have not been adopted by any organization or institution. They are offered for the information of persons concerned with articulation problems. The guidelines were revised by the participants of the WASHINGTON FOLLOW-UP CONFERENCE of the NATIONAL PROJECT FOR IMPROVEMENT OF ARTICULATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES, a project under the administrative supervision of the American Association of Junior Colleges and with the participation of the Association of American Colleges and the American Association of Collegiate Registrars and Admissions Officers. The National Project was financed under a grant made by the Esso Foundation.

The five sections of this statement focus upon broad standards against which individual institutions may assess the scope and intent of techniques and procedures for the orderly induction of transfer students into the institution. These statements represent the active concern and considered opinion of a group of counselors, admissions officers, student personnel deans, instructional officers, registrars, and chief administrative officers of Washington two-year and four-year, public and private colleges. The total set of guidelines was not ratified by the Conference, and each section represents the independent thinking of a smaller work group that addressed itself specifically to one portion of the total set. The statements were designed to take into consideration implications for articulation nationally, as well as for circumstances particularly related to the State of Washington.

James H. Nelson
National Project Director

Frederic T. Giles
Washington Conference Chairman

GENERAL PRINCIPLES UNDERLYING GUIDELINES

1. The purpose of guidelines is to provide a framework within which the two- and four-year colleges (a) can develop local, institutional policies relating to transfer and (b) should establish and maintain articulation machinery for resolving both new and recurring problems. Guidelines are not intended to be a substitute for local and state policies, but as a set of principles against which the appropriateness of particular policies can be tested.

2. The twin goals of the guidelines are the achievement of a situation in each state in which (a) students will be able to move through "two-plus-two" baccalaureate degree programs with a minimum loss of time and disruption of program, and (b) two- and four-year colleges will have an "optimum" degree of local autonomy in matters of curriculum and standards.

3. An attitude of mutual respect and cooperation is very urgently needed if the guidelines are to be effective. Articulation should be carried on in an atmosphere of interdependence on the part of duly accreditated institutions with common concerns and interests in higher education. This interdependence will grow stronger as the proportion of lower division students who take their work in two-year colleges increases. Greater public recognition of the junior college role in higher education should come with these changes, which may also bring with it certain outside pressures for compulsory coordination unless voluntary agreements are reached.

4. The public two- and four-year colleges in each state have a real obligation to work together to reach agreement about guidelines for transfer and to live up to them, once adopted. It is very desirable for the private institutions also to be involved in discussions of guidelines. However, their right should be recognized to be highly selective and to exercise autonomy in various matters of program in ways which may not be consonant with the guidelines. The inability of the private institutions to subscribe to particular guidelines should not be grounds for omitting them from areas of agreement which are important to the public institutions in particular states.

5. A general principle which might be used to test various guidelines, policies, practices and programs is that the transfer students should, whenever possible, be accorded the same treatment given native students and that the only distinction to be made between transfer students from two- and four-year colleges is in the amount of credit which may be accepted by the receiving institution.

Establishment of Admission Standards

1. Maximum freedom to transfer between colleges should be preserved for capable high school graduates who attend junior college and who make satisfactory records in these institutions.

   Specific guideline: If facilities are limited, transfer applicants who elect to attend junior college as freshmen should be given the same (or perhaps higher) priority in admission as freshmen applicants since the former group must transfer in order to continue their education.

2. Most junior college students should be encouraged to remain in these institutions until they can transfer with junior or upper division standing, i.e., at that point from which a student normally can earn his baccalaureate degree in two years.

   Specific guideline: Transfer admission standards may specify some minimum amount of credit to be earned in junior college but will not necessarily require the student to earn an associate degree before transfer.

3. Junior college students should be permitted to transfer to particular four-year colleges only if they have a reasonable probability of earning satisfactory grades in that institution.

   Specific guideline: One possible test of the validity of a particular grade-point standard for admission with advanced standing is: at least 50 per cent of the students admitted with the minimum acceptable junior college average should earn a grade-point average of "C" or better for the first semester or quarter after transfer (or whatever average is required for good academic standing).

4. While flexibility is desirable in principle, transfer admission requirements should be stated in such a way that junior college students will know at any given time whether the record they are making will qualify them for transfer to a particular institution.

Specific guideline: A specific minimum grade-point average should be stated for transfer to particular institutions, together with the minimum amount of college credit to be earned, high school subject-matter requirements to be met, and any other conditions for transfer.

5. In most instances, performance in junior college and in high school, in that order, are the best predictors of success in the upper division. Test scores may provide useful information about under- and over-achievement, particularly at the high school level, but grades provide the best index of good study habits and skills which are essential to success in the upper division.

   Specific guideline: Junior college students who qualify for transfer on the basis of their college records should not be denied admission to four-year institutions solely on the basis of their aptitude or ability test scores, whenever earned.

6. The high school record is an important source of information for both the two- and four-year colleges, even for those institutions which practice open-door admissions. As the four-year institutions become more highly selective at the freshmen level, the high school performance record will become increasingly important as a factor in the admission of transfer students.

   Specific guideline: Junior college students should not be denied transfer admission solely on the basis of their high school records. However, they may be required to meet a higher (or different) standard for transfer than students who were eligible for admission to the four-year institutions as freshmen. The former group may be required to complete a certain amount of work in junior college, e.g., two full years, with a grade average of "C" or above as a condition for transfer. They might also be expected to make up certain subject deficiencies they had when they graduated from high school.

7. Grade-point differentials serve a useful function in combination with other types of information about the success of transfer students in providing one basis on which junior colleges may evaluate their grading standards. Differentials between colleges, and between native and transfer students at the upper and lower division levels are all useful if they are accumulated over a sufficient period of time.

Specific guideline: Grade-point differentials should not be used to tamper with either grading or admission standards unless there is other evidence to show that standards are inappropriate. Transfer admission standards should normally be uniform for all junior colleges, regardless of difference in their grade-point differentials, since necessary adjustments may be expected to take place as information is made available annually by the four-year institutions.

8. Exchange of information about students between colleges can be very helpful but routine recommendations or endorsements in connection with admission are usually of little value.

   Specific guideline: Recommendations in support of applications for transfer admission should be sought only in non-routine cases, e.g. junior college students who do not meet minimum requirements to transfer. However, means should be devised for transmitting supplementary information about the junior college students which might be useful to counselors and advisors in the four-year colleges, e.g. capability for honors work and independent study, leadership capability and training.

9. With the establishment of many new junior colleges and changes in the administration and control of existing ones, a somewhat flexible attitude should be taken with reference to the accreditation requirement in transfer admission policies.

   Specific guideline: Transfer students from new junior colleges which have some type of state accreditation or recognition should be admitted on the same basis as those from regionally accredited colleges, subject to validation, until such time as regular accreditation can be secured. If such accreditation is denied (or granted and later withdrawn) admission should be on the basis of decisions about individual applicants, on their particular merits.

10. For the "C" to "C+" students, who constitute about two-thirds of the transfer students from junior colleges, many different grade-point averages can be obtained from the same set of grades by using only slightly different methods of computation. Many junior colleges award the associate degree to students who have earned less than an overall "C" average on all units attempted (including

repeated and failed courses). Since this is true, it may be necessary for the four-year college to compute a new junior college grade-point average in order to make a decision about the applicant's eligibility to transfer.

Specific guideline: The grade-point average for transfer should be based on all transferable courses attempted in junior colleges, including courses failed and/or repeated and courses from which students withdrew with failing grades or for which they received grades of "incomplete".

General Comment

It is important that institutions preserve an atmosphere of freedom of choice for transfer students, rather than attempt to direct or redirect them as they move from one institution to another.

Evaluation of Transfer Credit

1. There may at times be a discrepancy between the junior college course credit which is transferable, i.e, which is earned in junior college courses paralleling those of the four-year college which the student is entering, and the credit which may be used to satisfy baccalaureate degree requirements. A few common reasons for such a discrepancy are: an excessive amount of credit earned in junior college, a change in major, and more elective credit than can be used in a particular major.

   Specific Guideline: All courses which a student has attempted should be made a part of his record when he transfers, regardless of the amount of credit involved, for reference in case the student changes his major. The student should be informed that the total credit earned may not be an accurate accounting of how far he has advanced toward his degree. As soon as possible after transfer the student should be given a precise written statement of the degree requirements which have not been met, including the amount and type of credit yet to be earned.

2. As baccalaureate degree programs increase in length and requirements, the need becomes very important for arriving at a common, rational basis for deciding how much junior college credit should be accepted. Unit requirements for different majors vary; current increases in unit requirements may come either at the lower or at the upper division level, or both. It has been variously proposed that no limit be placed on the amount of junior college credit which can be transferred but that students be required to earn two years of residence credit after transfer. Another proposal would allow students to transfer junior college credit in an amount equal to the total lower division credit which can be used to satisfy baccalaureate degree requirements. Since upper division students enroll in many lower division courses which count toward their degrees, the latter proposal would serve to increase the maximum transfer credit allowed by most institutions. Still a third practice of a few institutions involves the acceptance of some maximum amount of junior college credit but permits it to be earned at any time in the baccalaureate degree program, in combination with credit earned at four-year institutions.

Specific guidelines: (a) Credit equal in amount to about half the baccalaureate degree program, but not to exceed 70 semester units or 105 quarter units should be accepted from junior colleges. Such credit will ordinarily be earned in the first two years of college. However, students who transfer with less than the maximum amount may be allowed to earn additional credit in a junior college summer session following their junior year in college.

(b) When a considerable amount of credit in excess of the maximum has been earned in junior colleges, an attempt should be made to select the courses which are most applicable to degree requirements, regardless of the time when the credit was earned, i.e. before or after the maximum has been reached.

(c) Subject credit should be given for appropriate junior college courses which may be in excess of the maximum amount of credit allowed, if they satisfy certain degree requirements. When this happens the transfer student may take an elective, or more advanced courses, in the upper division in order to earn additional unit credit for graduation.

3. The "D" grade is gaining respectability in many institutions but, at the same time, there is an inclination to disallow transfer courses in which "D" grades have been earned, even when the student's overall average is "C" or better. In most instances the transfer student is required to take another course in place of the course in which the "D" grade was earned, rather than to repeat the specific course.

Specific guideline: Transfer credit for courses in which students earned "D" grades should be honored by the receiving institution in the same manner as credit for courses with "D" grades earned by native students in the institution. Students may be advised to repeat courses without credit if it is clearly to their advantage to do so in order to make satisfactory progress in their major or minor fields.

4. Many different types of courses are offered by truly comprehensive junior colleges which will appear on transfer students' records with varying frequency. Distinctions among courses which were once perfectly clear have become hazy, e.g. terminal versus transfer, remedial versus college level, and lower and upper division. The problem becomes more acute with the increasing number of different types of four-year colleges to which students transfer. Since many students may not know to what institution they will transfer until they are mid-way through their junior college programs, it is not always possible (or even desirable) to plan transfer programs which will be exactly parallel. Therefore, guidelines should provide for rather flexible institutional policies governing the evaluation of junior college courses for transfer credit.

Specific guidelines: (a) Each four-year college should make an annual report to the two-year colleges from which sizeable numbers of students transfer on the courses or curricula which are parallel or equivalent in the two types of institutions and on other two year college courses for which transfer credit may be granted. Whenever possible, the accounting should indicate the kinds of requirements which can be satisfied by the various courses or curricula, e.g. general education and proficiency.

(b) Transfer students should receive credit for terminal courses completed in junior colleges through demonstration of achievement or proficiency, if the courses are relevant to their baccalaureate degree programs. Demonstration of proficiency might involve the use of written tests, oral examinations or interviews, trial enrollment in the next higher course, or some combination of devices.

(c) Colleges should make every effort to reach agreement on what courses should be taught at the lower and upper division levels. An attempt should be made to determine whether the transfer student has any critical deficiency resulting from differences in course placement and, if so, to assist him in remedying it without repeating the entire course or losing credit.

(d) Colleges should review together periodically their first-level courses in the various subject-matter areas, in order to make sure they are in agreement on what constitutes a college level course for transfer purposes and to be able to advise students appropriately. Four-year colleges with subject-matter entrance requirements at the freshman level should make it very clear to the junior colleges what is expected of transfer students who had deficiencies when they graduated from high school.

5. There is now a heightened interest in the use of both standardized and locally devised testing programs as the students progress through their baccalaureate degree programs. The recent establishment by the College Entrance Examination Board of a Council on College-Level Examinations to develop a nation-wide program of placement and credit by examination is one evidence of this interest. One of the aims of the program is to expand opportunity for transfer students in institutions which have been reluctant to accept them until now, and in areas where transfer credit would ordinarily be denied. While it may be some time before the new program is in operation, the development of general guidelines relating to the use of tests is appropriate in anticipation of their availability.

   Specific guideline: Colleges should grant transfer credit earned in courses which are parallel or equivalent without requiring validation examinations. However, transfer students may be asked to take examinations for placement or guidance purposes.

6. Many programs are being developed for gifted high school students in which they are able to earn college credit before graduation. In some instances the students may take college-level courses offered by the high schools, e.g., in mathematics, for which they may receive college credit by means of advanced placement testing. In other instances, high school students enroll in courses offered by the colleges and receive college credit directly, on the basis of their grades. In communities which are not located near four-year colleges, or where these institutions do not care to offer their services, the local junior colleges may be able to enroll gifted high school students in their courses.

   Specific guideline: Colleges should work together in planning programs for gifted high school students to ensure that any college credit they earn before graduation or through advanced placement will be accepted by other institutions, either at entrance or after a term or more of satisfactory work. The conditions under which such credit may be earned and transferred should be clearly understood by the high schools, the two types of colleges, and the students concerned.

Curriculum Planning

1. The four-year colleges change their graduation requirements from time to time, both for particular majors and college-wide, and allow native students to graduate under whatever requirements were in effect when they first entered college. The same provision should be made for transfer students with respect to their junior college entrance date, since many plan their lower division programs to correspond exactly to the programs they would have taken if they had enrolled directly from high school in the four-year institutions. Such students might be penalized quite severely if held to the requirements in effect at the time they transferred.

   Specific guideline: Transfer students should be given the option of satisfying graduation requirements which were in effect in the four-year colleges at the time they first enrolled in junior college, providing they have been in continuous attendance since then. To avoid confusion this option should be in the form of a written statement contained in the catalog of the four year college.

2. Curriculum change at both the course and program level is usually a slow process. Change is often experimental or even developmental for a year or two after it is made, before being finally adopted. Changes at the lower division level often make it very difficult for junior colleges which must make comparable changes in their own programs if their students are to transfer without penalty.

   Specific guideline: Two- and four-year colleges should reach agreement on necessary lead time between the adoption of major changes in courses and programs affecting both types of institutions and the date when students and/or colleges must comply with changes.

3. While the institution granting the baccalaureate degree should have the final say about standards and requirements, it is highly desirable that the two- and four-year colleges work closely together on matters of curriculum development. More and more graduates will have had the first two years of their programs in two-year institutions. As this trend continues, it becomes almost imperative that the two types of colleges plan lower division programs cooperatively since the two-year colleges will have the major share of the lower division students.

Specific guidelines: (a) At a minimum, the junior colleges should be informed at the time the four-year colleges are first contemplating changes. It is recommended that a centralized office be established in each four-year institution to relate this information to the two-year colleges.

(b) In general education and other areas in which large numbers of transfer students enroll, changes contemplated by the four-year institution should be subjected to a feasibility test in the junior colleges. One desirable test of proposed changes in the lower division programs of the four-year institutions is whether the junior college can make the same type of change without undue hardship in providing staff, buildings, equipment, and curriculum, if its transfer students are expected to comply with the changed requirements.

(c) Institutions should be encouraged to experiment in matters of both instructional method and content. Transfer students should not be penalized by such experimentation by loss of time and/or credit.

4. Good academic advising is essential for transfer students in both the two-year and four-year colleges. Counseling and advising go hand in hand in the junior college while many students are exploring their interests, capabilities, and motivations, and making decisions about transfer as they learn. After transfer, very efficient advising is needed in order that students may complete their programs in two more years. Evaluations made at the time of admission are seldom a substitute for good advising on a continuing basis.

Specific guideline: More attention should be given in the four year colleges in particular to the needs of transfer students for improved advising. It is desirable for particular advisors to be chosen who are familiar with junior college programs. The junior colleges need to keep themselves better informed about the programs of the various four year colleges to which their students might transfer.

5. A large number of high school graduates with very high ability are now enrolling in junior colleges because of family responsibilities which keep them at home, a feeling of lack of readiness to go away to college, financial limitations, and other non-academic factors. Their presence in a junior college makes a highly desirable contribution to what might be regarded as the student mix, in that they tend to stimulate students of average ability and provide desirable competition for students who plan to transfer. However, there is some danger that they may be penalized by their junior college attendance, unless their superior ability is recognized by the two- and four-year colleges.

   Specific guideline: High ability junior college students with commensurate high school achievement should be identified at the time of their admission as freshmen and their presence should be made known to faculty advisors and counselors with whom they come into contact. If their junior college work continues to be outstanding, the four-year colleges should make every effort to accommodate these students in their honors programs after transfer, if the students so desire. Qualification for various academic honors in the four-year colleges should also be examined to see if they are discriminatory with respect to transfer students.

Curriculum Planning - Suggestions

1. More subject area conferences and workshops be developed that permit the interaction of faculty members from both the two-year and four-year institutions. These conferences should be held on the two-year college campuses as well as the four-year college campuses.

2. The study of transfers within the state should be continued.

3. The statements of guidelines for improving articulation between two-year and four-year colleges should be given wide distribution to department and divisions within the four-year institutions.

4. Regional conferences involving institutions that have many transfers which are inter-state.

5. Two-way emphasis.

6. Office of College Relations.

Student Personnel Services

1. Most colleges offer some type of orientation program to which all new students are often invited. However, the programs are usually planned with the needs in mind of only the new freshmen from high school. Participants in the programs focus their major attention on the freshmen in welcoming speeches, social activities, and recruitment into clubs, student government affairs, and other parts of the extra-curricular program.

   Specific guideline: All colleges should study the characteristics and special needs of their transfer students and develop appropriate orientation programs.

2. The problem regarded as the most serious by the largest number of junior college students, after transfer, was the cost of attending a four-year college. Factors of cost, convenience, and feasibility of working while attending college were associated with a very large majority of the students' decisions to attend junior college as freshmen. A large percentage of the dropouts after transfer associated some type of financial problem with their decision to withdraw. Junior colleges are now making it possible for untold thousands of high school graduates to attend college who could not otherwise afford to do so. However, the goals and aspirations of far too many are later thwarted by their lack of funds to continue their programs in four-year institutions.

   Specific guidelines: (a) The colleges, together with staff in coordinating agencies for higher education, need to examine carefully their various programs of financial aid to ensure that transferring students are being given sufficient opportunity to continue their educational programs.

   (b) Counselors and/or advisors should familiarize themselves with the students' financial needs, as well as their needs related to the educational program, in order to assist the students to develop a sound plan for completing degree programs.

3. The success or failure of college students after transfer depends heavily upon their selection of an appropriate college or university. Counselors can assist in this important area of decision-making if they have appropriate factual information.

Specific guidelines: (a) All colleges and universities should prepare and distribute to counselors meaningful profiles of their student population as well as the more common descriptions of courses, programs, buildings, campuses, etc.

(b) Colleges should work together to compile data which will reflect the probability of success of transfers to specific institutions. These data should then be reported to appropriate college personnel, including counselors, and effectively used by them in their work.

(c) All colleges and universities should provide systematic opportunities for counselors to up-date their knowledge about specific institutions. In addition to periodic conference meetings, newsletters, etc., there should be some office or person to whom counselors can turn for prompt, accurate answers to their questions.

(d) Selection of an appropriate college or university for a particular transfer student may depend as much upon opportunities for housing, financial assistance, participation in extracurricular activities, or counseling and guidance, as it does upon the majors offered by the scholastic competition. All institutions should therefore seek to develop more effective means of describing such opportunities fully for both college counselors and students.

4. Transferring students frequently find that opportunities in the activity programs and student government are very restricted for them.

Specific guidelines: All institutions should assess the opportunities they provide for transfer students to participate in activity programs and student government. Where opportunities for transfers are unduly restricted, steps should be taken to extend them.

(b) All colleges should develop effective means of summarizing and reporting to other institutions the extra-curricular interests and achievements of their former students.

5. In order to provide an adequate basis for advising transfer students, agreements must be reached among colleges concerning transfer courses and requirements. College counselors, advisors and students should have easy access to this type of information.

Specific guidelines: (a) College counselors must know and be able to tell their students which courses will transfer to a particular institution and which requirements they will satisfy. Whether by blanket agreements, itemized course equivalency lists, or some other provision, this understanding among colleges must be systematically achieved and maintained.

(b) All colleges should make provision for determining transfer status of new courses at the time they are approved by the curriculum committee.

Articulation Programs

In state after state, master plans for higher education are being worked out which include somee type of formal coordination of all colleges and universities. While the expressed concerns of these new coordinating agencies are all-inclusive, the very nature of their goals and functions forces them to deal more with problems of budgets and facilities planning, and less with students and instructional matters. In fact, formal coordination may be distinguished from articulation on the grounds that the former represents the interests of society and the state, and the latter the interests and needs of the individual student and his professors. It seems certain, in any event, that there will be need of machinery for both types of functions in the years to come, in order to secure the best possible use of our collegiate resources while greatly expanding educational opportunity.

Specific guidelines

1. Areas of concern in articulation: Most problems of articulation will focus on the student, the curriculum, student personnel services, or facilities and resources, within the general context of facilitating student progress through baccalaureate degree programs taken in two- and four-year colleges, while preserving a reasonable degree of institutional and faculty autonomy.

   (a) Student problems may involve their freedom of choice of program, degree goals, and college or university, in relation to their academic and economic resources and to the characteristics of the colleges and programs available to them.

   (b) Curriculum problems may involve principles for accepting transfer credit; standards and degree requirements; mutual exchange of information about teaching methods, course content, instruction materials, and examinations, evaluation of grading practices; and the preparation and qualification of college teachers.

   (c) Problems in the student personnel services area, among others, may include financial aid programs, orientation, exchanges of information to improve counseling about transfer, and the identification of leadership potential.

   (d) Problems of facilities and resources, which will also be the concern of coordinating agencies, may include the consideration of enrollment, the shared use of specialized faculties, facilities, libraries and laboratories, and the coordination of academic calendars.

2. Who should be involved in articulation: The question of personnel for articulation activities involves matters of both levels, e.g., two- and four-year colleges, and type, e.g. faculty and counselors. Both will, of course, vary with the particular type of activity being planned and the type of problem to be dealt with. However, two principles might be followed in choosing personnel:

   (a) Consideration should be given to involving appropriate personnel from the high schools, as well as the two- and four-year colleges; from private as well as public institutions; from state departments of education and coordinating agencies, as well as institutions; and from professional associations.

   (b) Instructors, counselors admission officers, registrars, research workers, deans, presidents, and even students, may make a significant contribution to some aspects of articulation. In general, specific activities should involve the types of personnel who deal most closely with the problems under consideration, rather than just the highest ranking available administrator. However, it is important that ranking administrators at the policy-making level be involved in whatever machinery is established for reviewing and approving articulation agreements which are arrived at by sub-groups of various types of personnel, to ensure that appropriate action will be taken.

   (c) As the number of two- and four-year collleges in each state increases, the feasibility of having each institution represented in each articulation activity declines rapidly. Representation from each segment or sector of education must then be sought, with careful consideration given to problems of rotation responsibility among the representatives, continuity in personnel, and communication with institutions not directly represented.

3. Mechanics for articulation: Procedural problems involve the relative advantages of voluntary and compulsory articulation and, if the former, how firm agreements can be reached to which all parties will be committed. Communications is a major problem in either case. Under any type of program, mechanics need to be established for selecting and/or identifying appropriate problems for joint articulation efforts, initiating study activity related to the problems selected, proposing agreements or solutions to the problems, and implementing agreements.

(a) Since coordination may be formal and legally mandated, there are distinct advantages to having articulation machinery voluntary, particularly with respect to proposals for reaching agreements. Articulation arrangements will be effective to the extent that they provide a forum for the free and oper. discussion of common problems. Articulation is both a process and an attitude, and while there can be compulsory process, the gains will be few unless there is an attitude of mutual respect and inter-dependence in dealing with problems.

(b) Articulation may be accmmplished through a variety of types of activity involving different personnel and different problem areas, which should be coordinated by some overall administrative group composed of top-ranking college officials. A few types of activities for example are: ad hoc committees for the solution of particular problems; standing committees in particular subject fields; state and regional conferences in particular subject fields; the initiation of research on particular problems; and the planning of informational exchange among colleges concerning student performance, characteristics of programs, and other areas relevant to counseling.

(c) State-wide machinery for articulation should not be regarded as a substitute for the efforts of particular institutions to work with and offer services to other institutions. The latter type of activity should include frequent visitation between campuses, conferences involving interviews between transfer students and their former counselors and instructors, and routine feedback of performance data for transfer students.

(d) Articulation should provide for a built-in, periodic evaluation of achievements, adequacy of machinery, effectiveness of types of personnel, and appropriateness of the problems dealt with. Machinery should remain flexible in order to be responsive to changing situations. From time to time it will be necessary to create new committees and terminate others which have had "standing" status; patterns of conferences and other activities should not be perpetuated for no other reason than history.

4. How can good communication be achieved: Effective communication is a most critical phase of articulation. This involves communication with institutions which do not have direct representation in particular activities, communication with staff members who must implement agreements but who have not been directly involved in their formulation, and communication back to the committees.

   (a) The most effective communication will be achieved in face-to-face situations, particularly among faculty members from the various types of institutions. Inter-campus visitation by faculty and staff produces many beneficial results, some of which can also be obtained in conference and committee activity.

   (b) In addition to college catalogs and brochures, articulation groups should explore the feasibility of outlining common needs for other published material concerning college policies and programs.

   (c) Research findings on college students should be shared not only with administrators, but with all practitioners who are interested in the implications.

   (d) Conferences and committee work are of great benefit to the participants. Communication with non-participants can be achieved through conference proceedings and committee minutes, reflecting particularly the areas of agreement and conflict found by those who participated.